

# Opportunities to use the results of assessments in the secondary schools

**Nazakat Mehdiyeva**

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**Author:**

Nazakat Mehdiyeva,  
Deputy Director,  
Educator's Professional  
Development Institute,  
Ph.D. doctorate for  
Education Institute of  
Azerbaijan Republic.  
E-mail:  
n.mehdiyeva@tipii.edu.az

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**Abstract.** The article discusses the requirements for final school-based assessments, their specific features, analysis of results and the usage of this information in the decision-making process. It also describes the role of assessments in the learning process, the impact of results students learning outcomes, ways of organising assessment, application methods and tools. The role of assessments in the learning process, the impact of pupils on learning outcomes, ways of evaluating assessment, application methods and tools are also being studied. It is possible to give an idea about the quality of curricula, textbooks, teacher training, learning materials and make appropriate decisions using the information collected through assessments. The main line of the article is the creation of all processes in accordance with single principles, from the design of tools to the analysis of the results. The article also provides an overview the final assessment results as a formal and diagnostic tool, as well as comparing students' outcome at school and between schools. The essence of criteria-based and normative assessments using international experience is also stated in the article. The characteristics of the assessment tools, which are distinguished by questions of remembrance, judging, evaluating, creative thinking, and explaining the role of such questions in assessing the learning outcomes of students are described in the article. The article also emphasizes the importance of statistical analyzes to make students use the results as a source of information. One of the issues highlighted in the article is the issue of objective accountability. The highlighted issues support the idea that the objective assessment is the provision of objective accountability.

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<https://orcid.org/0000-0003-1818-789X>

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